DOCUMENT RESUME

ED 346 966 PS 020 568

AUTHOR Seever, Mark L.
TITLE The Summer School Program, 1991. Summative Evaluation.
INSTITUTION Kansas City School District, Mo.
PUB DATE Dec 91
NOTE 60p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Achievement; *Elementary School Students; Elementary Secondary Education; Enrichment; Enrollment; Grades (Scholastic); *High School Students; Minority Groups; Parent Attitudes; Program Descriptions; *Program Evaluation; Remedial Instruction; Student Attitudes; Student Promotion; *Summer Schools; Teacher Attitudes; Teaching Methods
IDENTIFIERS *Kansas City Public Schools MO; *Middle School Students

ABSTRACT

This report evaluates the Kansas City (MO) School District's 1991 summer school program, which provided remedial, developmental, and enrichment learning opportunities for students. Sections of the report evaluate the elementary, middle, and senior high summer school programs. Each of these sections includes: (1) a description of the program; (2) data on enrollment; (3) a discussion of program implementation, including instructional methods and subject areas; (4) teachers', parents', and students' perceptions of the program; and (5) data on student achievement, including scores on the Computer Managed Instruction (CMI) tests and the Iowa Tests of Basic Skills, grade promotions, and course grades. Teachers, parents, and students were positive about the summer school. Promotion rates and course grades at the middle and senior high levels indicated school success, as did Computer Managed Instruction data at the elementary level. More students enrolled in summer school in 1991 than in 1990. The principal reason for enrollment was remedial instruction. The report offers four recommendations for the summer school program: (1) increase efforts to enroll more out-of-district minority students; (2) implement a system for reporting how many out-of-district students who attended the summer school also enrolled in the regular school year; (3) initiate efforts to develop a CMI math program; and (4) continue to collect and report data on promotion rates for middle and senior high school summer students. Data are displayed in 25 tables and 3 figures; a table presenting data on teacher attendance at summer school is appended. (BC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Summative Evaluation

of the

Summer School Program

1991

Mark L. Seever
Program Evaluator

December 1991

Evaluation Office
Desegregation Planning Department
The School District of Kansas City, Missouri

Table of Contents

Executive Summary vii

Introduction 1

Elementary School Results 2

Program Description 2

Enrollment 2

Implementation 5

Magnet theme infusion 5

Instruction 5

Relationships 5

Subject areas 5

Perceptions 5

Teacher perceptions 5

Parent perceptions 9

Student perceptions 9

Achievement 12

Middle School Results 12

Program Description 12

Enrollment 12

Implementation 15

Instruction. 15

Exploration. 17

Subject areas. 17

Table of Contents (Continued)

Perceptions 17

Teacher perceptions 17

Parent perceptions 17

Student perceptions 18

Achievement 19

ITBS 19

Promotion rates 19

Grade distribution 21

Senior High School Results 21

Program Description 21

Enrollment 21

Implementation 25

Instruction 25

Identity 27

Subject areas 27

Perceptions 27

Teacher perceptions 27

Parent perceptions 29

Student perceptions 29

Achievement 30

Promotion rates 30

Grade distribution 31

Table of Contents (Continued)

Summary and Recommendations 31

References 37

Acknowledgements 37

Appendix A - Teacher Attendance 38

List of Tables

Table		Page
1	Elementary Schools Average Enrollment by School and by Minority/Non-Minority Status, Summer 1991	3
2	Summer 1991 Elementary School Enrollment by School and by Reason for Attending	4
3	Bilingual School Average Enrollment by School and by Minority/Non-Minority Status, Summer 1991	6
4	Summer 1991 Elementary School Teacher Perceptions by School	8
5	Summer 1991 Elementary School Parent Perceptions by School	10
6	Summer 1991 Elementary School Student Perceptions by School	11
7	Summary of Computer Managed Instruction (CMI) Test Results for Elementary Summer School	13
8	Middle Schools Average Enrollment by School and by Minority/Non-Minority Status, Summer 1991	14
9	Summer 1991 Middle School Enrollment by School and by Reason for Attending	15
10	Summer 1991 Middle School Teacher Perceptions by School	18
11	Summer 1991 Middle School Parent Perceptions by School	19
12	Summer 1991 Middle School Student Perceptions by School	20
13	Summer 1991 Middle Schooi Iowa Test of Basic Skills by Grade and Minority Status	20

List of Tables (Continued)

Table		Page
14	Summer 1991 Middle School & Senior High Promotion Rates by School	21
15	Bingham Middle School 1991 Summer School Grade Distribution	22
16	King Middle School 1991 Summer School Grade Distribution	24
17	Senior High Schools Average Enrollment by School and by Minority/Non-Minority Status, Summer, 1991	26
18	Summer 1991 Senior School Enrollment by School and by Reason for Attending	27
19	Summer 1991 Senior High Teacher Perceptions by School	29
20	Summer 1991 Senior High Parent Perceptions by School	30
21	Summer 1991 Senior High Student Perceptions by School	31
22	Northeast Senior High 1991 Summer School Distribution for the First Three Weeks	32
23	Southwest Senior High 1991 Summer School Distribution for the First Three Weeks	33
24	Northeast Senior High 1991 Summer School Distribution for the Second Three Weeks	34
25	Southwest Senior High 1991 Summer School Distribution for the Second Three Weeks	35
A-1	1991 Regular District Summer School Average Daily Teacher Attendance	39

List of Figures

Figure		Page
1	Elementary Summer School Theme Infusion	7
2	Summer Middle School Theme Infusion	16
3	Senior High Summer School Theme Infusion	28

Executive Summary

The regular district summer school program has completed the sixth year of implementation. Overall, more students were enrolled in the program this year than last. The elementary and senior high levels showed increases in enrollment, while there was a slight decrease in enrollment for the middle school level.

Overall, more non-minority students enrolled in summer school this year when compared to 1990. There was an increase in non-minority out-of-district students enrolled at the elementary and senior high levels, while a decrease in non-minority out-of-district students enrolled at the middle school level. This year, students enrolled but not attending, were not included in the enrollment figures. This was a change from last year so comparisons should be made with caution.

The reasons for enrolling in summer school were presented for the first time in this year's report. Almost half of the summer school students were enrolled for remedial purposes, with enrichment having the next highest enrollment.

Observations of randomly selected classrooms documented the infusion of major components in the schools. Magnet theme infusion was observed most frequently at the elementary level, while instruction was observed most frequently at the middle and senior high levels.

Teachers, parents and students were positive about summer school. Teachers attended summer school staff development sessions and showed up for work during summer school on a very regular basis.

Computer Managed Instruction data at the elementary level was very supportive of success in summer school. More objectives were attempted, more objectives were mastered and more students mastered 80% of the objectives than last year.

Iowa Tests of Basic Skills results were not encouraging. There was no sizeable difference between summer and spring testings. Promotion rates for both middle and senior high levels were encouraging. Approximately three-fourths of the students at those two levels were passed because of their summer school experience. Grade distributions, at both levels, were also indicative of summer school success.

Summative Evaluation of the Summer School Program

1991

Introduction

During 1991, the Kansas City School District offered summer school at the elementary, middle and senior high levels. It was the eighth consecutive year for the elementary program, the seventh consecutive year for the middle school program (earlier, a junior high program) and the sixth consecutive year for the senior high program.

The Regular District Summer School Program (RDSS) provided remedial, developmental and enrichment learning opportunities for students in grades K-12. The program expanded this year to include one pilot full day program and four half day programs at the elementary level, two half day programs at the middle school level and two half day programs at the senior high level. A bilingual program for grades 1-12 was also provided at one of the elementary schools.

RDSS programs were designed to address four general goals. These goals were:

1. To provide remedial and developmental learning experiences to students who would be retained;
2. To provide opportunities for reinforcement and further development of skills and enrichment learning;
3. To provide desegregated learning experiences for students attending predominantly one-race schools;
4. To recruit suburban students to the Kansas City Missouri School system through the Summer School Program by exposing them to magnet school themes.

The program evaluation schedule outlined in the *Long-Range Magnet School Plan* (Hale & Levine, 1986) calls for desegregation programs to be evaluated in three year cycles. The first three years of a program will include two years of formative evaluation and end with a longitudinal summative evaluation. Starting with the second cycle, there will be summative evaluations every three years with evaluations during the interim two years (years four and five, seven and eight, etc.,) reporting student achievement and enrollment trends only. Although RDSS was not part of the *Long-Range Magnet Plan*, the Court recognized the value of additional learning time as a key component of any effort to improve the quality of education

in a public school system. In keeping with the evaluation schedule, the 1991 report will be treated as a sixth year summative evaluation.

Student enrollment and attendance data were provided by the district Research Office. Enrollment reports detailing the number of students attending summer school for remedial, developmental and enrichment programs were provided by the summer school coordinator's office. Computer Managed Instruction (CMI) reading achievement data were provided by the Office of Computers, Library and Media Services & Technology. Iowa Tests of Basic Skills (ITBS) results for middle school students were scored by the district's Testing Office and compared to Spring results. Senior high and middle school student grades were obtained from the district's current grade file. For those senior high and middle school students attending summer school for remedial and developmental reasons, promotion results were provided by the summer school office.

Classroom observations were held to determine the extent to which thematic components were taking place in regular classrooms. Surveys were administered to teachers, students and parents to gain their perceptions of the program.

Elementary School Results

Program Description

RDSS was offered at five sites. A.M. sessions were held at Franklin and New Gladstone while P.M. sessions were held at Banneker and Pitcher. A pilot full day program was held at Pinkerton. All five programs included remedial, developmental and enrichment opportunities. The Bilingual Program was also held at Franklin. Each program was administered by the current school year principal and staffed with teachers trained in the magnet theme of the school in which the program was held.

One of the goals for RDSS was to recruit suburban out-of-district students by exposing them to magnet themes. The schools and their themes are as follows: Banneker (Computers), Franklin (Foreign Language), New Gladstone (Visual & Performing Arts/Science & Math), Pinkerton (Latin Grammar) and Pitcher (Classical Greek).

Enrollment

Table 1 displays the average enrollment and attendance in the summer school programs by school, residence within or out of the district, and minority/non-minority status. This year, students enrolled but not attending, were not included in the enrollment figures. This was a

Table 1

Elementary Schools Average Enrollment by School and by Minority/Non-Minority Status
Summer 1991

	In-District					Out-of-District					Total					
School	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Attendance Rate
Banneker	382	65	85%	447	354	—	8	—	8	8	382	73	84%	455	362	79.6%
Franklin	283	36	89%	319	257	—	3	—	3	3	283	39	88%	322	260	80.7%
Gladstone	264	162	62%	426	271	—	18	—	18	16	264	180	59%	444	287	64.6%
Pitcher	257	53	83%	310	238	—	7	—	7	6	257	60	81%	317	244	77.0%
Pinkerton	225	51	82%	276	231	—	27	—	27	24	225	78	74%	303	255	84.2%
Total	1411	367	79%	1778	1351	—	63	—	63	57	1411	430	77%	1841	1408	76.5%

Note: Percentages are rounded to the nearest whole percent. Data provided by the Research Office.

change from last year so comparisons should be made with caution. Overall, the RDSS program at the elementary level served an average of 1,841 students, 77% minority. This represented 698 more students than in the 1990 program, an increase of 61%. Of these 1,841 students, 430 were non-minority, 220 more than last year. Sixty-three out-of district non-minority students attended the RDSS elementary program in 1991. This represented an increase of 11 non-minority students over last year. The average attendance for the RDSS elementary program was 77% in 1991, an increase of seven percentage points over 1990.

Banneker had the largest average total enrollment with 455 students, while Pinkerton had the smallest average total enrollment with 303 students. Out-of-district average total enrollment ranged from 27 students at Pinkerton to three students at Franklin. The percentage of minority students ranged from 88% at Franklin to 59% at New Gladstone. The average attendance rate varied from 84% at Pinkerton to 65% at New Gladstone.

RDSS was to provide remedial, developmental and enrichment experiences for students. Table 2 displays reasons for enrollment by school. Overall, 30% of the students, 523 students, were enrolled for remedial learning experiences, 28% of the students, 501 students, were enrolled for developmental learning experiences, and 42% of the students, 734 students, were enrolled for enrichment learning experiences.

Table 2

Summer 1991 Elementary School Enrollment by School and by Reason for Attending

	Remedial		Developmental		Enrichment		
School	N	%	N	%	N	%	Total
Banneker	135	29%	125	27%	204	44%	464
Franklin	96	29%	72	22%	163	49%	331
Gladstone	133	33%	94	23%	179	44%	406
Pinkerton	74	34%	42	19%	103	47%	219
Pitcher	85	25%	168	50%	85	25%	338
Total	523	30%	501	28%	734	42%	1758

Note: Percentages are rounded to the nearest whole percent. Data provided by the summer school coordinator.

Table 3 presents the average enrollment and attendance in the bilingual program at Franklin by residence within or out of the district and minority/non-minority status. The bilingual program averaged 59 students, 95% of them minority. Two of the students were out-of-district. The average attendance rate of the bilingual program at Franklin was 92%.

Implementation

Observations were held in randomly selected classrooms to determine the degree of implementation. An observation consisted of 15 minutes with each minute representing a new observation interval. Eight hundred seventy minutes of classroom observations at the elementary level were completed for this evaluation.

After reviewing the planning outline and curriculum guide for summer elementary school, six components were identified: 1) magnet theme, 2) instruction, 3) relationships, 4) language arts, 5) math and 6) science. Results are displayed in Figure 1. The reader is cautioned that there are no established standards on what is the ideal degree of implementation.

Magnet theme infusion. Students were to be exposed to the magnet theme of the school they attended for the summer. Magnet theme infusion was observed in 65% of the intervals.

Instruction. It was intended that emphasis be placed on whole group, directed instruction using a spiral curriculum. This component was observed in 64% of the intervals.

Relationships. The major concept that was to serve as a link for content areas was relationships. Relationships were defined as the nature of the connections between things--people, ideas, numbers, colors--the way things interact with each other. This component was observed in 22% of the intervals.

Subject areas. Interdisciplinary activities were designed in several content areas. Classroom observations focused on the following basic skills areas; language arts, math and science. Language arts activities were observed in 38% of the intervals, math activities were observed in 23% of the intervals and science activities were observed in 8% of the intervals.

Perceptions

Teacher perceptions. Toward the end of the summer school session, teachers completed a survey on the progress of elementary summer school. Data were collected from 121 teachers and the results are presented in Table 4. Overall, teacher responses were favorable about summer school. The percentage of favorable ratings ranged from 98% to 89%. Of the teachers surveyed, 98% rated the curriculum (item 3), assistance received from support staff (item 4), their understanding of the goals and objectives (item 6) and their school's program achieving

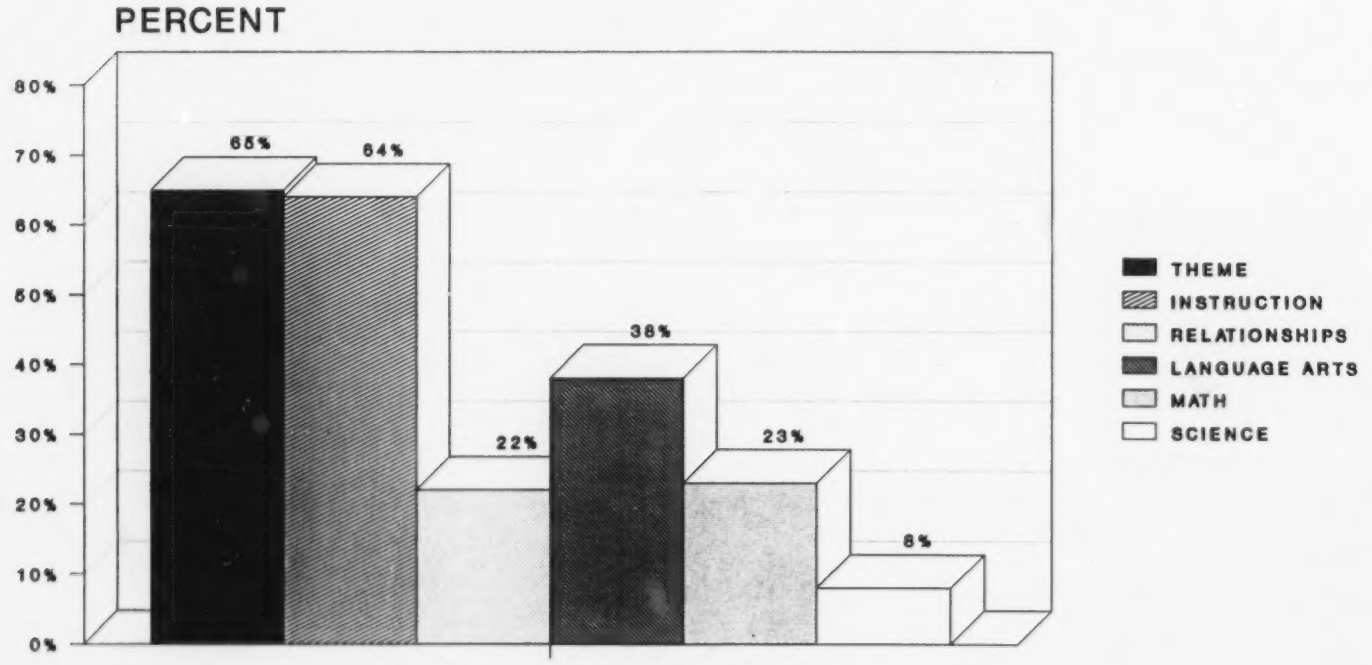
Table 3

Bilingual School Average Enrollment by School
and by Minority/Non-Minority Status
Summer 1991

	In-District					Out-of-District					Total					
School	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Attendance Rate
Franklin	56	1	98%	57	52	---	2	---	2	2	56	3	95%	59	54	91.5%

Note: Percentages are rounded to the nearest whole percent. Data provided by the Research Office.

FIGURE 1
ELEMENTARY SUMMER SCHOOL
THEME INFUSION



1991 CLASSROOM OBSERVATIONS

Table 4

Summer 1991 Elementary School
Teacher Perceptions by School

Item	Responses	Banneker N	Banneker %	Franklin N	Franklin %	New Gladstone N	New Gladstone %	Pinkerton N	Pinkerton %	Pitcher N	Pitcher %	Total N	Total %
1. How adequate was the in-service training for summer school?	AA	18	90%	26	84%	28	87%	14	93%	21	95%	107	89%
	BA	2	10%	5	16%	4	13%	1	7%	1	5%	13	11%
2. How available were instructional materials for summer school?	AA	16	80%	29	93%	31	97%	15	94%	20	91%	111	92%
	BA	4	20%	2	7%	1	3%	1	6%	2	9%	10	8%
3. How would you rate the curriculum that you used this summer?	AA	17	85%	31	100%	31	100%	16	100%	22	100%	117	98%
	BA	3	15%	---	---	---	---	---	---	---	---	3	3%
4. Rate the assistance you received from summer school support staff.	AA	17	85%	31	100%	32	100%	16	100%	22	100%	118	98%
	BA	3	15%	---	---	---	---	---	---	---	---	3	2%
5. Rate the assistance you received from summer school administrators.	AA	16	80%	29	97%	32	100%	16	100%	21	95%	114	95%
	BA	4	20%	1	3%	---	---	---	---	1	5%	6	5%
6. Rate your understanding of summer school's goals and objectives.	AA	19	95%	30	97%	32	100%	16	100%	22	100%	119	98%
	BA	1	5%	1	3%	---	---	---	---	---	---	2	2%
7. How well did your school's summer program achieve the goals and objectives?	AA	17	89%	31	100%	31	100%	16	100%	22	100%	117	98%
	BA	2	11%	---	---	---	---	---	---	---	---	2	2%
8. Overall, how well would you rate summer school this year?	AA	17	85%	30	97%	32	100%	16	100%	22	100%	117	97%
	BA	3	15%	1	3%	---	---	---	---	---	---	4	3%

Note: Percentages are rounded to the nearest whole percent. BA =Below Average; AA =Average or Above Average.

the goals and objectives (item 7) as average or above average. Overall, summer school was rated as average or above average by 97% of the teachers surveyed (item 8). Eighty-nine percent of those surveyed rated the adequacy of in-service training for summer school average or above average (item 1). There were no sizeable differences in the percentage of favorable teacher ratings across the five elementary schools.

The average daily teacher attendance for elementary summer school staff development ranged from 99% at New Gladstone to 90% at Pitcher. During the summer school session, the percentage of teacher attendance varied from 100% at both New Gladstone and Pitcher to 97% at Franklin (Appendix A).

Parent perceptions. Toward the end of the summer school session, randomly selected parents were surveyed to obtain their perceptions of summer school. Approximately ten percent of the parents at each elementary school were interviewed. Two hundred seventeen completed surveys were collected and the results are displayed in Table 5. The results seem to indicate that parents were satisfied with the elementary summer school program. Overall, the percentage of favorable responses varied from 98% to 84%. Ninety-eight percent of the parents surveyed agreed that the remedial instruction received in summer school would help their child during the next school year (item 4) and agreed that they would recommend summer school to other parents (item 7). Summer school was rated as average or above average by 91% of the parents (item 8). Eighty-four percent of the parents surveyed were satisfied with the transportation provided by the school district (item 3). There were no large differences in parental satisfaction among parents across the five schools.

Student perceptions. During the last week of the summer session, randomly selected classes were surveyed to gain student perceptions of the program. Completed surveys from 279 students were collected and are displayed in Table 6. Overall, the percentage of favorable responses ranged from 91% to 60%. When asked if they learned a lot in summer school this year, 91% of the students answered "yes" (item 2). Ninety percent of the students agreed that summer school would help them in the next school year (item 3). Of the students surveyed, 60% agreed that they would want to go to summer school next year (item 5), not surprisingly the least positive response. Student responses did not differ greatly across the five elementary schools.

Table 5

Summer 1991 Elementary School
Parent Perceptions by School

Item	Responses	Banneker N	Banneker %	Franklin N	Franklin %	New Gladstone N	New Gladstone %	Pinkerton N	Pinkerton %	Pitcher N	Pitcher %	Total N	Total %
1. The goals I set for my child in the summer school program have been met.	Agree	57	97%	35	88%	37	93%	32	91%	28	93%	189	93%
	Disagree	2	3%	5	13%	3	8%	3	9%	2	7%	15	7%
2. My child has benefitted from attending summer school.	Agree	60	98%	38	93%	40	91%	35	97%	30	94%	203	95%
	Disagree	1	2%	3	7%	4	9%	1	3%	2	6%	11	5%
3. I was satisfied with the transportation provided for my child by the school district.	Agree	54	92%	31	86%	29	81%	21	70%	25	83%	160	84%
	Disagree	5	8%	5	14%	7	19%	9	30%	5	17%	31	16%
4. I believe that the remedial instruction that my child received will help him/her next year in school.	Agree	58	100%	37	97%	39	95%	33	97%	30	97%	197	98%
	Disagree	---	---	1	3%	2	5%	1	3%	1	3%	5	2%
5. I believe that the enrichment instruction that my child received will help him/her next year in school.	Agree	60	98%	37	97%	41	95%	34	97%	28	97%	200	97%
	Disagree	1	2%	1	3%	2	5%	1	3%	1	3%	6	3%
6. This is my child's first experience in the Kansas City, Missouri School District.	Agree	5	8%	4	10%	9	20%	2	6%	10	29%	30	14%
	Disagree	57	92%	37	90%	35	80%	34	94%	24	71%	187	86%
7. I would recommend the district's summer school program to other parents.	Agree	62	100%	38	95%	42	95%	36	100%	33	97%	211	98%
	Disagree	---	---	2	5%	2	5%	---	---	1	3%	5	2%
8. Overall, how well would you rate the summer school this year?	AA	57	95%	36	88%	38	93%	33	92%	28	85%	192	91%
	BA	3	5%	5	12%	3	7%	3	8%	5	15%	19	9%

Note: Percentages are rounded to the nearest whole percent. BA =Below Average; AA =Average or Above Average.

Table 6

Summer 1991 Elementary School
Student Perceptions by School

Item	Responses	Banneker N	Banneker %	Franklin N	Franklin %	New Gladstone N	New Gladstone %	Pinkerton N	Pinkerton %	Pitcher N	Pitcher %	Total N	Total %
1. Do you like summer school?	Yes	61	91%	54	100%	36	75%	43	83%	49	85%	243	87%
	No	6	9%	—	—	12	25%	9	17%	9	16%	36	13%
2. Do you think you have learned a lot in summer school?	Yes	61	91%	54	100%	45	92%	40	78%	54	93%	254	91%
	No	6	9%	—	—	4	8%	11	22%	4	7%	25	9%
3. Will summer school help you do better in your regular school next year?	Yes	58	88%	51	94%	44	90%	41	82%	53	95%	247	90%
	No	8	12%	3	6%	5	10%	9	18%	3	5%	28	10%
4. Would your friends like summer school?	Yes	41	63%	43	81%	24	50%	31	60%	37	64%	176	64%
	No	24	37%	10	19%	24	50%	21	40%	21	36%	100	36%
5. Would you want to go to summer school next year?	Yes	43	66%	39	77%	26	53%	24	46%	33	58%	165	60%
	No	22	34%	12	24%	23	47%	28	54%	24	42%	109	40%
6. Has summer school been mostly easy or mostly hard?	Easy	62	93%	46	90%	42	89%	39	77%	50	89%	239	88%
	Hard	5	8%	5	10%	5	11%	12	24%	6	11%	33	12%

Note: Percentages are rounded to the nearest whole percent.

BEST COPY AVAILABLE

Achievement

At the elementary level, Computer Managed Instruction (CMI) test scores were used to assess student progress in reading. As students finished particular objectives in the reading curriculum, a test was administered with an 80% or better criterion required to show mastery of the objectives. Students were tested over five objectives.

Table 7 summarizes the results of the CMI testing for the five sessions of elementary summer school. The data presented in the table are based on students who attended summer sessions and were present for testing over at least one of the five objectives. Overall, 81% of all possible objectives were mastered, an increase of 25 percentage points over last year. The percentage increases to 91% when considering objectives mastered out of those attempted, which represents an increase of 21 percentage points from last year. Seventy-two percent of the students mastered 80% of the possible objectives, an increase of 37 percentage points over last year.

The percentage of all possible objectives mastered ranged from 88% at Pitcher to 75% at Pinkerton. The percentage of objectives mastered out of those attempted varied from 96% at Pitcher to 87% at Pinkerton. The percentage of students mastering 80% of the objectives ranged from 84% at Pitcher to 62% at Pinkerton.

Middle School Results

Program Description

The middle school program was held entirely in morning sessions at two sites, Bingham Middle and King Middle. Each program was administered by the current school year principal and staffed with teachers from different middle schools. Depending on the reason they were attending, students took four hours of course work consisting of various combinations of reading, math, science, social studies and study skills.

Enrollment

Table 8 displays the average enrollment in the middle school programs broken down by school, residence within or out of district and minority/non-minority status. This year, students enrolled but not attending, were not included in the enrollment figures. This was a change from last year so comparisons should be made with caution. Overall, the middle school programs averaged 839 students (89% minority), which was 153 students less than last year. Of these 839 students, 95 were non-minority, eight less than last year. Sixteen non-minority

Table 7

Summary of Computer Managed Instruction (CMI)
Test Results for Elementary Summer School

	Banneker	Franklin	New Gladstone	Pinkerton	Pitcher	1991 Totals	1990 Total
Number of students*	298	230	289	227	244	1288	853
Objectives Possible	1490	1150	1445	1135	1220	6440	4265
Objectives Attempted	1375	998	1259	984	1112	5728	3375
Objectives Mastered	1225	932	1156	8[illegible]	1068	5236	2374
% of Objectives Attempted	92%	87%	87%	87%	91%	89%	79%
% of Objectives Mastered/Possible	82%	81%	80%	75%	88%	81%	56%
% of Objectives Mastered/Attempted	89%	93%	92%	87%	96%	91%	70%
% of Students Mastering 80% of Possible Objectives	70%	73%	72%	62%	84%	72%	35%

* Includes only students who attended and were tested over at least one objective.

Table 8

Middle Schools Average Enrollment by School and by Minority/Non-Minority Status
Summer 1991

	In-District					Out-of-District					Total					
School	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Attendance Rate
Bingham	374	25	94%	399	309	---	10	---	10	8	374	35	91%	409	317	77.5%
King	370	54	87%	424	345	---	6	---	6	6	370	60	86%	430	351	81.6%
Total	744	79	90%	823	654	---	16	---	16	14	744	95	89%	839	668	79.6%

Note: Percentages are rounded to the nearest whole percent. Data provided by the Research Office.

students were out-of district, representing a decrease of 22 non-minority students from last year. The average attendance for the two middle school programs was 80%.

Bingham served 409 students (91% minority), 10 of which were out-of-district. Bingham's attendance rate was 78%. King served a total of 430 students (86% minority), six of which were out-of-district. The attendance rate at King was slightly higher at 82%.

Summer 1991 middle school enrollment by school and reason for attending is displayed in Table 9. Forty-seven percent of the students were enrolled for remedial experiences, 32% for developmental experiences and 21% for enrichment experiences. Neither of the two schools varied more than two percentage points from one another in any area.

Implementation

Observations were held in randomly selected classrooms to determine the degree of implementation. An observation consisted of 15 minutes, with each minute representing a new observation interval. Three hundred minutes of classroom observations at the middle school level were completed for this evaluation.

After reviewing the planning outline and curriculum guide for summer school, six components were identified: 1) instruction, 2) exploration, 3) English, 4) math, 6) science, and 7) social studies. Results are displayed in Figure 2. Again, the reader is cautioned that there are no established standards on what is the ideal degree of implementation.

Instruction. Teachers were to think creatively, work collaboratively, utilize resources effectively, and celebrate learning. "Celebrating learning" was defined as sharing the joy,

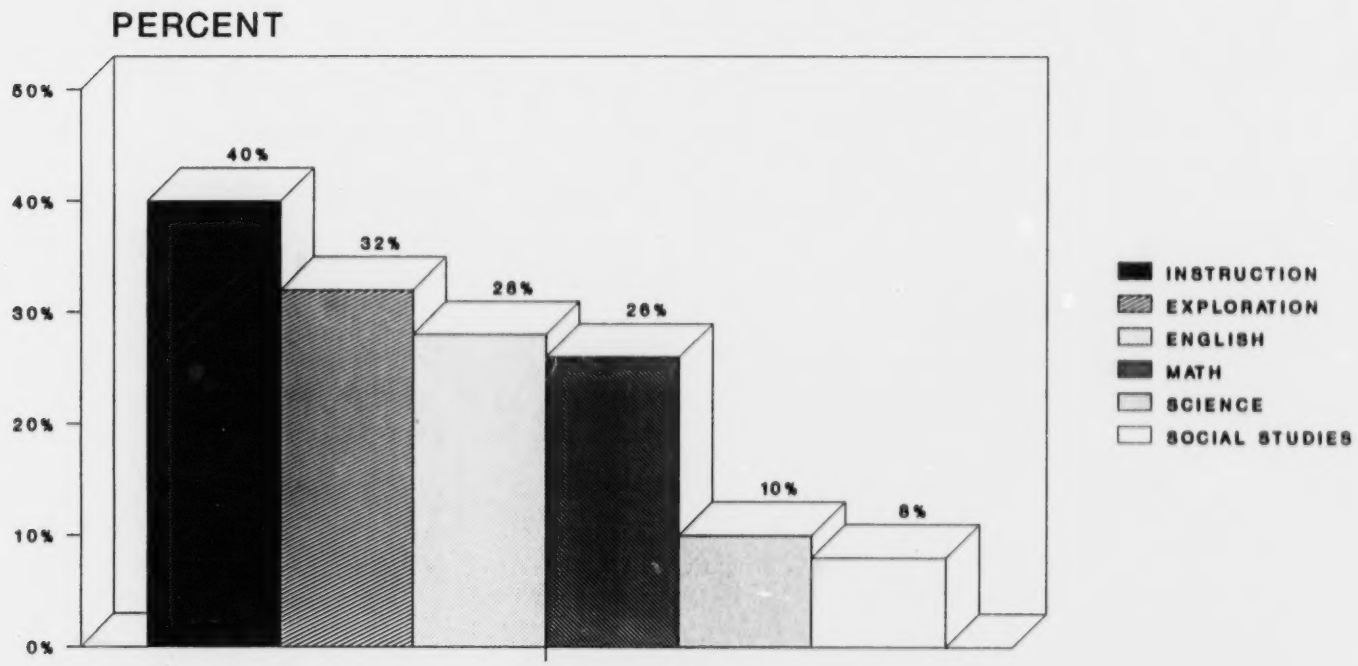
Table 9

Summer 1991 Middle School Enrollment by School and by Reason for Attending

	Remedial		Developmental		Enrichment		
School	N	%	N	%	N	%	Total
Bingham	184	47%	121	31%	86	22%	391
King	226	48%	154	32%	94	20%	474
Total	410	47%	275	32%	180	21%	865

Note: Percentages are rounded to the nearest whole percent. Data provided by the summer school coordinator.

FIGURE 2
SUMMER MIDDLE SCHOOL
THEME INFUSION



1991 CLASSROOM OBSERVATIONS

meaning, and rewards of comprehending, expressing, problem solving and inquiring with the students. This component was observed in 40% of the intervals.

Exploration. A concept-based curriculum was to be provided that linked all areas of instruction. The underlying concept for the summer middle school program was exploration. Exploration was defined as a search for something with an attempt to discover. This component was observed in 32% of the observation intervals.

Subject areas. Interdisciplinary activities were designed in several content areas. Classroom observations focused on the following basic skills areas; English, math, science and social studies. English activities were observed in 28% of the intervals, math activities were observed in 26% of the intervals, science activities were observed in ten percent of the intervals and social studies activities were observed in eight percent of the intervals.

Perceptions

Teacher perceptions. Toward the end of the summer school session, teachers completed a survey on the progress of summer middle school. Data were collected from 64 teachers and the results are presented in Table 10. Teachers were favorable about summer school. The percentage of favorable ratings varied from 100% to 89%. All of the teachers surveyed, rated as average or above average their understanding of summer school's goals and objectives (item 6). When asked to rate summer middle school, 100% of the teachers gave a rating of average or above average (item 8). Eighty-nine percent of the teachers surveyed rated the availability of instructional materials as average or above average (item 2). The percentage of favorable teacher ratings did not differ greatly across the two schools.

The average daily teacher attendance at both Bingham and King for summer middle school staff development was 97%. During the summer school session, the percentage of teacher attendance was 99% at Bingham and 98% at King (Appendix A).

Parent perceptions. Toward the end of the summer school session, randomly selected parents were surveyed to obtain their perceptions of summer school. Eighty-six completed surveys were collected and the results are displayed in Table 11. The results indicate that parents were satisfied with the summer middle school program. The percentage of favorable responses ranged from 95% to 83%. When parents were asked if they would recommend summer school to other parents 95% agreed (item 7). Eighty-five percent of the parents rated summer school as average or above average (item 8). Of those parents surveyed, 83% said they

Table 10

Summer 1991 Middle School
Teacher Perceptions by School

Item	Responses	Bingham N	Bingham %	King N	King %	Total N	Total %
1. How adequate was the in-service training for summer school?	Ave. or Above	27	96%	32	94%	59	95%
	Below Ave.	1	4%	2	6%	3	5%
2. How available were instructional materials for summer school?	Ave. or Above	28	93%	29	85%	57	89%
	Below Ave.	2	7%	5	15%	7	11%
3. How would you rate the curriculum that you used this summer?	Ave. or Above	29	97%	34	100%	63	98%
	Below Ave.	1	3%	---	---	1	2%
4. Rate the assistance you received from summer school support staff.	Ave. or Above	27	90%	32	97%	59	94%
	Below Ave.	3	10%	1	3%	4	6%
5. Rate the assistance you received from summer school administrators.	Ave. or Above	29	97%	31	94%	60	95%
	Below Ave.	1	3%	2	6%	3	5%
6. Rate your understanding of summer school's goals and objectives.	Ave. or Above	30	100%	34	100%	64	100%
	Below Ave.	---	---	---	---	---	---
7. How well did your school's summer program achieve the goals and objectives?	Ave. or Above	29	97%	33	100%	62	98%
	Below Ave.	1	3%	---	---	1	2%
8. Overall, how well would you rate summer school this year?	Ave. or Above	30	100%	34	100%	64	100%
	Below Ave.	---	---	---	---	---	---

Note: Percentages are rounded to the nearest whole percent.

were satisfied with the transportation provided by the district (item 3). There were no differences in favorable responses between the two schools.

Student perceptions. During the last week of the summer session, randomly selected classes were surveyed to gain student perceptions of the program. Completed surveys from 145 middle school students were collected and are displayed in Table 12. The results seem to indicate that students were satisfied with summer school. To all but one item (5), at least half of the students surveyed responded favorably. When students were asked what grade they would give summer school 88% of those surveyed gave a grade of average or above average (item 7). Sixty-nine percent of the students thought that they learned a lot in summer school (item 2), while 75% agreed that summer school would help them in their regular school next year (item 3). When asked if they would want to go to summer school next year, 72% of those surveyed disagreed (item 5). There were no sizeable differences in response rates between the two middle schools.

Table 11

Summer 1991 Middle School
Parent Perceptions by School

Item	Responses	Bingham N	Bingham %	King N	King %	Total N	Total %
1. The goals I set for my child in the summer school program have been met.	Agree	29	83%	37	86%	66	85%
	Disagree	6	17%	6	14%	12	15%
2. My child has benefitted from attending summer school.	Agree	36	92%	36	86%	72	89%
	Disagree	3	8%	6	14%	9	11%
3. I was satisfied with the transportation provided for my child by the school district.	Agree	29	76%	35	90%	64	83%
	Disagree	9	24%	4	10%	13	17%
4. I believe that the remedial instruction that my child received will help him/her next year in school.	Agree	36	92%	41	95%	77	94%
	Disagree	3	8%	2	5%	5	6%
5. I believe that the enrichment instruction that my child received will help him/her next year in school.	Agree	33	87%	41	98%	74	93%
	Disagree	5	13%	1	2%	6	8%
6. This is my child's first experience in the Kansas City, Missouri School District.	Agree	4	10%	6	14%	10	12%
	Disagree	38	90%	38	86%	76	88%
7. I would recommend the district's summer school program to other parents.	Agree	39	95%	42	95%	81	95%
	Disagree	2	5%	2	5%	4	5%
8. Overall, how well would you rate the summer school this year?	Above Ave.	33	83%	37	88%	70	85%
	Below Ave.	7	18%	5	12%	12	15%

Note: Percentages are rounded to the nearest whole percent.

Achievement

ITBS. Table 13 presents spring and summer ITBS reading and math scores for summer middle school students by grade. Scores are presented as percentile ranks converted from mean grade equivalents. Summer percentile ranks for students ranged from 17 in seventh grade reading and seventh grade math to 14 in sixth grade math. There were no sizeable differences between spring and summer scores at any grade level or in any subject. It should be noted that the ITBS is not designed to show short-term gains in achievement and another assessment method for summer school may be more appropriate.

Promotion rates. Promotion rates for middle and senior high summer school students are presented by school in Table 14. Only those students, enrolled for remedial or developmental reasons, who did not have the district promotion policy waived were included. Seventy-seven percent of these students at Bingham and 73% at King were passed.

Table 12

Summer 1991 Middle School
Student Perceptions by School

Item	Responses	Bingham N	Bingham %	King N	King %	Total N	Total %
1. Do you like summer school?	Yes	43	61%	49	66%	92	63%
	No	28	39%	25	34%	53	37%
2. Do you think you have learned a lot in summer school?	Yes	51	72%	49	66%	100	69%
	No	20	28%	25	34%	45	31%
3. Will summer school help you do better in your regular school next year?	Yes	51	72%	56	78%	107	75%
	No	20	28%	16	22%	36	25%
4. Would you recommend summer school to your friends?	Yes	38	54%	36	49%	74	51%
	No	32	46%	38	51%	70	49%
5. Would you want to go to summer school next year?	Yes	19	27%	22	30%	41	28%
	No	51	73%	52	70%	103	72%
6. Compared to regular school, was summer school:	Harder	4	6%	3	4%	7	5%
	Easier	45	63%	45	61%	90	62%
	About Same	22	31%	26	35%	48	33%
7. What grade would you give summer school?	Below Ave.	8	11%	10	14%	18	12%
	Ave. or Above	63	89%	64	87%	127	88%

Note: Percentages are rounded to the nearest whole percent.

Table 13

Summer 1991 Middle School
Iowa Test of Basic Skills
by Grade and Minority Status

Test Grade	Spring Percentile Rank	Summer Percentile Rank
Reading		
Six	17	15
Seven	18	17
Eight	16	16
Math		
Six	16	14
Seven	17	17
Eight	14	15

Note: Percentiles converted from mean grade equivalents.

Table 14

Summer 1991 Middle School & Senior High
Promotion Rates by School

Result	Bingham N*	Bingham %	King N	King %	Northeast N	Northeast %	Southwest N	Southwest %
Passed	71	77%	143	73%	215	78%	297	75%
Retained	21	23%	54	27%	62	22%	97	25%

Note: Percentages are rounded to the nearest whole percent. Data provided by the summer school coordinator.

* Number of students; does not include students who waived district promotion policy or withdrew.

Grade distribution. Tables 15 and 16 display the course grades for the Bingham and King programs respectively. Across all courses, 65% of the students at Bingham and 77% of the students at King received a grade of C or better.

Senior High School Results

Program Description

The senior high school program was held in two three-week sessions at Northeast and Southwest High Schools. Each program was administered by the current school year principal and staffed with teachers from different senior high schools. The senior high programs were primarily remedial in nature, although enrichment courses were available. Each course provided four hours of instruction daily. The first three-week session covered material from the first semester of the regular school year, and the second three-week session covered material from the second semester of the regular year. Students who had failed one or both semesters during the regular year enrolled in the appropriate summer session for make-up.

Enrollment

Table 17 displays the average enrollment in the senior high summer school programs broken down by school, residence within or out of district and minority/non-minority status. This year, students enrolled but not attending, were not included in the enrollment figures. This was a change from last year so comparisons should be made with caution. Overall, the senior high school programs averaged 882 students (89% minority), which was 59 students more than last year. Of these 882 students, 28 were non-minority out-of-district, representing

Table 15

Bingham Middle School 1991 Summer School
Grade Distribution

	Number of Students Receiving:						
Course	A	B	C	D	F	W	*C or Better
Apple Keyboard	14	16	6	2	15	0	68%
Art	7	15	14	7	2	1	80%
Computer Graphics	9	5	0	2	1	0	82%
Computer Math 6	27	21	5	0	2	0	96%
Computer Math 7	2	2	5	9	18	0	25%
Computer Math 8	5	13	8	9	12	1	55%
Computer Reading 6	16	20	15	2	1	0	94%
Computer Reading 7	9	9	4	1	5	0	79%
Computer Reading 8	10	9	2	1	1	1	91%
Creative Writing	13	13	7	9	6	2	69%
Developmental Reading	0	7	12	2	3	0	79%
English 6	2	17	24	11	8	0	69%
English 7	3	10	20	5	17	3	60%
English 8	2	20	26	3	15	0	73%
Enrichment Reading	1	11	6	3	4	0	72%
French	3	1	7	3	2	3	69%
General Music	37	8	4	5	8	0	79%
Global Studies	1	6	9	6	3	1	64%
Home Economics	6	9	20	11	11	0	61%
Industrial Technology	6	16	15	5	15	0	65%
Literature	5	2	2	1	0	0	90%
Math 6	2	4	28	40	31	0	32%
Math 7	2	20	23	20	16	3	56%
Math 8	13	12	16	16	27	1	49%
Olympic Sports	34	33	30	19	22	0	70%
Pre-Algebra	2	5	23	20	10	1	50%
Reading 6	11	28	33	18	8	0	73%
Reading 7	5	9	29	11	8	3	69%

Table 15 (Continued)

Bingham Middle School 1991 Summer School
Grade Distribution

Course	Number of Students Receiving: A	B	C	D	F	W	*C or Better
Reading 8	5	25	19	5	9	0	78%
Robotics	0	9	13	7	6	0	63%
Science 6	23	13	12	1	4	0	91%
Science 7	27	11	3	3	6	3	82%
Science 8	3	4	20	14	14	1	49%
Science Exploration	9	6	14	10	7	2	63%
Social Studies 6	1	16	19	7	13	0	64%
Social Studies 7	1	3	10	15	10	3	36%
Social Studies 8	3	3	10	10	16	0	38%
Spanish	4	7	6	8	0	3	68%
Study Skills	1	7	14	12	10	1	50%
N All Courses	324	445	533	333	356	33	1302
% All Courses	16%	22%	26%	16%	18%	2%	65%

Note: Percentages are rounded to the nearest whole percent.

* Students who withdrew were not included when calculating percentage of students with a grade of "C" or better.

an increase of three students from last year. The average attendance for the two senior high school programs was 80%.

Northeast served 400 students (86% minority), nine of which were out-of-district. Northeast's attendance rate was 77%. Southwest served a total of 482 students (91% minority), 19 of which were out-of-district. The attendance rate at Southwest was slightly higher at 82%.

Summer 1991 senior high school enrollment by school and reason for attending is displayed in Table 18. Eighty-three percent of the students were enrolled for remedial experiences and 17% for enrichment experiences. Neither of the two schools varied more than ten percentage points from one another in either area.

Table 16

King Middle School 1991 Summer School
Grade Distribution

	Number of Students Receiving:						
Course	A	B	C	D	F	W	*C or Better
Apple Keyboard	49	25	7	6	1	0	92%
Art	12	18	17	1	4	0	90%
Computer Graphics	14	18	12	4	3	0	86%
Computer Math 6	7	26	23	6	3	0	86%
Computer Math 7	7	16	18	1	6	0	85%
Computer Math 8	11	12	10	6	0	0	85%
Computer Reading 6	1	18	32	10	2	0	81%
Computer Reading 7	4	24	21	1	1	0	96%
Computer Reading 8	3	15	16	1	0	0	97%
Creative Writing	6	17	26	5	3	0	86%
English 6	16	15	13	6	1	0	86%
English 7	0	10	13	13	13	0	47%
English 8	2	4	25	14	4	0	63%
Enrichment Reading	18	10	19	6	0	0	89%
French	1	5	8	10	23	0	30%
General Music	7	11	8	7	3	0	72%
Home Economics	54	13	5	1	2	0	96%
Industrial Technology	14	11	15	10	8	0	69%
Math 6	7	15	23	27	11	0	54%
Math 7	7	8	16	24	20	0	41%
Math 8	14	16	24	14	5	0	74%
Olympic Sports	91	22	15	4	3	0	95%
Pre-Algebra	16	14	11	2	8	0	80%
Reading 6	5	16	51	2	3	0	94%
Reading 7	0	4	10	44	8	0	21%
Reading 8	6	16	24	11	2	0	78%
Robotics	28	4	6	2	4	0	86%
Science 6	5	11	31	2	0	0	96%

Table 16 (Continued)

King Middle School 1991 Summer School
Grade Distribution

	Number of Students Receiving:						
Course	A	B	C	D	F	W	*C or Better
Science 7	0	9	19	25	4	0	49%
Science 8	1	7	26	14	3	0	67%
Science Exploration	28	9	1	0	3	0	93%
Social Studies 6	1	15	18	8	4	0	74%
Social Studies 7	2	22	24	3	0	0	94%
Social Studies 8	21	3	3	8	4	0	69%
Study Skills	16	30	6	0	2	0	96%
N All Courses	474	499	586	298	161	0	1559
% All Courses	23%	25%	29%	15%	8%	0%	77%

Note: Percentages are rounded to the nearest whole percent.

* Students who withdrew were not included when calculating percentage of students with a grade of "C" or better.

Implementation

Observations were held in randomly selected classrooms to determine the degree of implementation. An observation consisted of 15 minutes with each minute representing a new observation interval. Four hundred ninety-five minutes of classroom observations at the senior high level were completed for this evaluation.

After reviewing the planning outline and curriculum guide for summer school, six components were identified: 1) instruction, 2) identity, 3) English, 4) math, 5) science, and 6) social studies. Results are displayed in Figure 3. Again, the reader is cautioned that there are no established standards on what is the ideal degree of implementation.

Instruction. Teachers were to think creatively, work collaboratively, utilize resources effectively, and celebrate learning. "Celebrating learning" was defined as sharing the joy, meaning and rewards of comprehending, expressing, problem solving and inquiring with the students. This component was observed in 37% of the intervals.

Table 17

Senior High Schools Average Enrollment by School
and by Minority/Non-Minority Status
Summer 1991

	In-District					Out-of-District					Total					
School	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Min.	Non-Min.	% Min.	Total Enrolled	Total Attendance	Attendance Rate
Northeast	343	48	88%	391	301	---	9	---	9	7	343	57	86%	400	308	77.0%
Southwest	441	22	95%	463	377	---	19	---	19	16	441	41	91%	482	393	81.5%
Total	784	70	92%	854	678	---	28	---	28	23	784	98	89%	882	701	79.5%

Note: Percentages are rounded to the nearest whole percent. Data provided by the Research Office.

Table 18

Summer 1991 Senior School Enrollment by School and by Reason for Attending

	Remedial		Developmental		Enrichment		
School	N	%	N	%	N	%	Total
Northeast	303	88%	----	----	41	12%	344
Southwest	357	80%	----	----	90	20%	447
Total	660	83%	----	----	131	17%	791

Note: Percentages are rounded to the nearest whole percent. Data provided by summer school coordinator.

Identity. A concept-based curriculum was to be provided that linked all areas of instruction. The underlying concept for senior high was identity. Identity was defined as the collection of qualities that persons form about themselves which provide them with uniqueness and a way to compare themselves with others. This component was observed in 28% of the intervals.

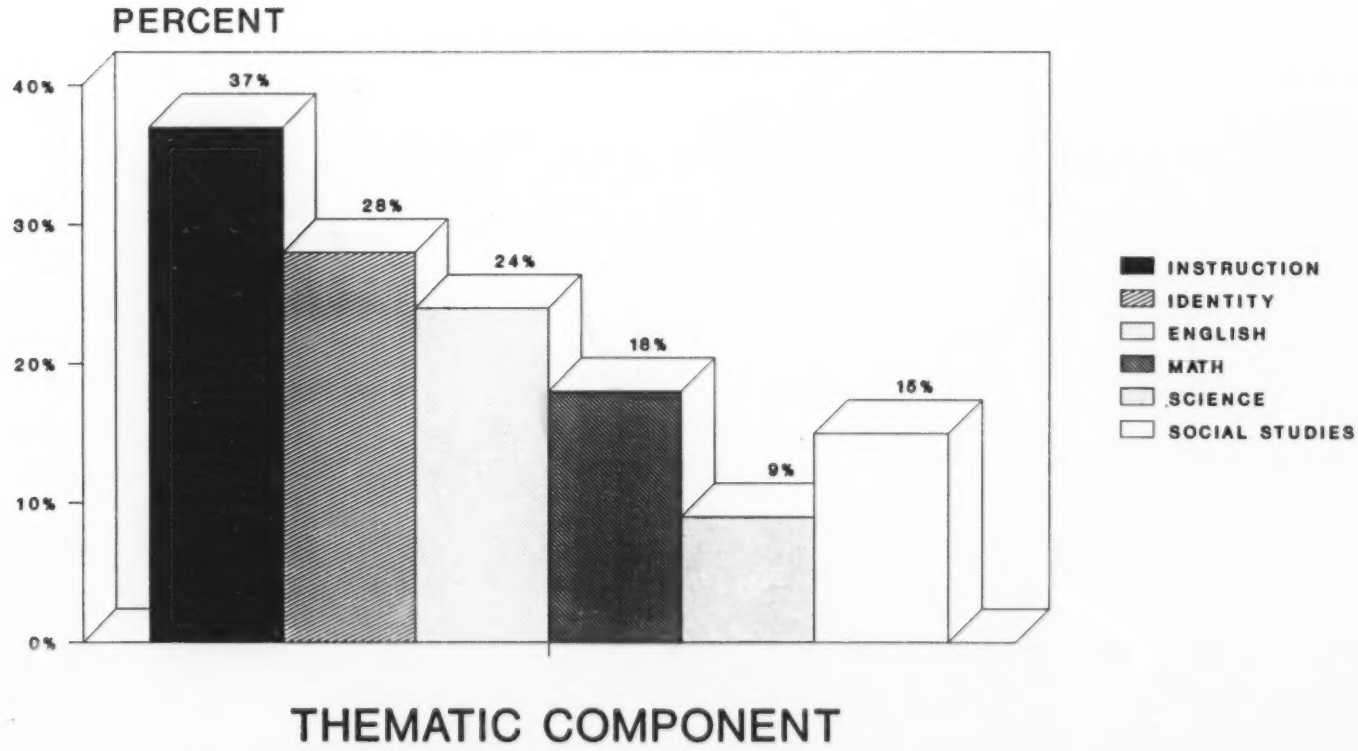
Subject areas. Interdisciplinary activities were designed in several content areas. Classroom observations focused on the following basic skills areas; English, math, science and social studies. English activities were observed in 24% of the intervals, math activities were observed in 18% of the intervals, science activities were observed in 9% of the intervals and social studies activities were observed in 15% of the intervals.

Perceptions

Teacher perceptions. Toward the end of the summer school session, teachers completed a survey on the progress of summer school. Data were collected from 52 teachers and the results are presented in Table 19. Teachers responded favorably about the summer senior high school program. The percentage of favorable ratings ranged from 94% to 69%. Ninety-four percent of the teachers surveyed rated as average or above average the assistance they received from summer school support staff (item 4) and their understanding of summer school's goals and objectives (item 6). When asked to rate summer school 83% of the teachers surveyed gave a rating of average or above average (item 8). Of those surveyed, 69% rated as average or above average the adequacy of in-service training for summer school (item 1).

The average daily teacher attendance at summer senior high school staff development sessions was 97% for Southwest and 92% for Northeast. During the summer school session,

FIGURE 3
SENIOR HIGH SUMMER SCHOOL
THEME INFUSION



1991 CLASSROOM OBSERVATIONS

Table 19

Summer 1991 Senior High
Teacher Perceptions by School

Item	Responses	Northeast N	Northeast %	Southwest N	Southwest %	Total N	Total %
1. How adequate was the in-service training for summer school?	Ave. or Above	18	78%	16	62%	34	69%
	Below Ave.	5	22%	10	39%	15	31%
2. How available were instructional materials for summer school?	Ave. or Above	21	84%	17	63%	38	73%
	Below Ave.	4	16%	10	37%	14	27%
3. How would you rate the curriculum that you used this summer?	Ave. or Above	25	100%	22	81%	47	90%
	Below Ave.	---	---	5	19%	5	10%
4. Rate the assistance you received from summer school support staff.	Ave. or Above	23	92%	26	96%	49	94%
	Below Ave.	2	8%	1	4%	3	6%
5. Rate the assistance you received from summer school administrators.	Ave. or Above	23	92%	24	89%	47	90%
	Below Ave.	2	8%	3	11%	5	10%
6. Rate your understanding of summer school's goals and objectives.	Ave. or Above	24	96%	25	93%	49	94%
	Below Ave.	1	4%	2	7%	3	6%
7. How well did your school's summer program achieve the goals and objectives?	Ave. or Above	24	96%	22	88%	46	92%
	Below Ave.	1	4%	3	12%	4	8%
8. Overall, how well would you rate summer school this year?	Ave. or Above	23	92%	20	74%	43	83%
	Below Ave.	2	8%	7	26%	9	17%

Note: Percentages are rounded to the nearest whole percent.

the percentage of teacher attendance was 99% at both Northeast and Southwest (Appendix A).

Parent perceptions. Toward the end of the summer school session, randomly selected parents were surveyed to obtain their perceptions of summer school. Ninety-seven completed surveys were collected and the results are displayed in Table 20. The results seem to indicate that parents were satisfied with the summer senior high school program. The percentage of favorable ratings varied from 94% to 79%. Of the parents surveyed, 94% would recommend summer school to other parents (item 7). Eighty-six percent of the parents surveyed rated summer school as average or above average (item 8). Transportation provided by the district was satisfactory according to 79% of the parents surveyed (item 3).

Student perceptions. During the last week of the summer session, randomly selected students were surveyed to gain their perceptions of the program. Completed surveys from 149 students were collected and are displayed in Table 21. Overall, students seemed satisfied with

Table 20

Summer 1991 Senior High
Parent Perceptions by School

Item	Responses	Northeast N	Northeast %	Southwest N	Southwest %	Total N	Total %
1. The goals I set for my child in the summer school program have been met.	Agree	36	92%	43	91%	79	92%
	Disagree	3	8%	4	9%	7	8%
2. My child has benefitted from attending summer school.	Agree	35	88%	47	92%	82	90%
	Disagree	5	13%	4	8%	9	10%
3. I was satisfied with the transportation provided for my child by the school district.	Agree	25	76%	40	82%	65	79%
	Disagree	8	24%	9	18%	17	21%
4. I believe that the remedial instruction that my child received will help him/her next year in school.	Agree	35	95%	46	92%	81	93%
	Disagree	2	5%	4	8%	6	7%
5. I believe that the enrichment instruction that my child received will help him/her next year in school.	Agree	37	95%	46	92%	83	93%
	Disagree	2	5%	4	8%	6	7%
6. This is my child's first experience in the Kansas City, Missouri School District.	Agree	7	17%	15	27%	22	23%
	Disagree	35	83%	40	73%	75	77%
7. I would recommend the district's summer school program to other parents.	Agree	37	93%	50	94%	87	94%
	Disagree	3	8%	3	6%	6	6%
8. Overall, how well would you rate the summer school this year?	Above Ave.	32	86%	47	85%	79	86%
	Below Ave.	5	14%	8	15%	13	14%

Note: Percentages are rounded to the nearest whole percent.

the summer senior high school program. With the exception of one item (5), the percentages of favorable responses were above 50%. When asked to give summer school a grade 88% gave a grade of average to above average (item 7). Of those surveyed, 70% of the students thought that they had learned a lot in summer school (item 2), while 69% of the students thought that summer school would help them do better in their regular school next year (item 3). Not surprisingly, a lower percentage of the students surveyed (31%) would want to go to summer school next year (item 5).

Achievement

Promotion rates. Promotion rates for middle and senior high summer school students are presented by school in Table 14. Only those students enrolled for remedial or developmental

Table 21

Summer 1991 Senior High
Student Perceptions by School

Item	Responses	Northeast N	Northeast %	Southwest N	Southwest %	Total N	Total %
1. Do you like summer school?	Yes	36	58%	49	60%	85	59%
	No	26	42%	33	40%	59	41%
2. Do you think you have learned a lot in summer school?	Yes	46	71%	58	70%	104	70%
	No	19	29%	25	30%	44	30%
3. Will summer school help you do better in your regular school next year?	Yes	49	77%	53	64%	102	69%
	No	15	23%	30	36%	45	31%
4. Would you recommend summer school to your friends?	Yes	36	56%	51	63%	87	60%
	No	28	44%	30	37%	58	40%
5. Would you want to go to summer school next year?	Yes	20	33%	24	30%	44	31%
	No	41	67%	57	70%	98	69%
6. Compared to regular school, was summer school:	Harder	10	15%	9	11%	19	13%
	Easier	41	62%	49	60%	90	61%
	About Same	15	23%	24	29%	39	26%
7. What grade would you give summer school?	Below Ave.	5	8%	13	16%	18	12%
	Ave. or Above	61	92%	70	84%	131	88%

Note: Percentages are rounded to the nearest whole percent.

reasons who did not have the district promotion policy waived were included. Seventy-eight percent of these students at Northeast and 75% at Southwest were passed.

Grade distribution. Tables 22 and 23 display the first semester course grades for the Northeast and Southwest programs respectively. Across all courses, 63% of the students at Northeast and 69% of the students at Southwest received a grade of C or better. For those who attended the second three weeks of summer school, Tables 24 and 25 show that 68% and 72% received a C or better at Northeast and Southwest respectively.

Summary and Recommendations

RDSS finished its sixth year of operation in 1991. Enrollment, observation, perception and achievement data were examined to determine the success of the program.

This year, students enrolled but not attending, were not included in the enrollment figures. This was a change from last year so comparisons should be made with caution. Enrollment

Table 22

Northeast Senior High 1991 Summer School
Distribution for the First Three Weeks

	Number of Students Receiving:						
Course	A	B	C	D	F	W	*C or Better
Algebra 1	4	4	5	4	10	0	48%
Algebra 3	6	0	0	0	0	0	100%
American Government	1	2	4	0	0	0	100%
American History 1	3	9	3	4	1	0	75%
Basic Algebra 1	1	6	16	20	19	2	37%
Basic Geometry 1	7	3	4	1	0	0	93%
Basic Math	0	0	0	1	0	0	0%
Biology 1	0	3	2	6	14	6	20%
Computer Application 1	1	4	1	0	0	6	100%
English 9	1	8	8	7	13	6	46%
English 10	13	3	4	1	4	3	80%
English 11	4	6	0	1	0	0	91%
English 12	2	1	3	5	2	0	46%
Forensic Chemistry	2	5	4	2	3	0	69%
Physical Science 1	6	9	22	4	5	2	80%
ROTC	13	2	2	2	0	3	89%
Situational Spanish	5	2	0	0	0	0	100%
Urban Study	1	2	1	0	1	1	80%
World History/Geography 1	11	4	5	3	7	1	67%
N All Courses	81	73	84	61	79	30	238
% All Courses	20%	18%	21%	15%	19%	7%	63%

Note: Percentages are rounded to the nearest whole percent.

* Students who withdrew were not included when calculating the percentage of students with a grade of "C" or better.

data indicate that more students attended summer school this year than last year. Both elementary and senior high levels showed increases. More non-minority students overall, attended summer school this year than 1990, while there were fewer (8) non-minority out-of-district students. Across all three levels, 47% of the students were enrolled for remedial

Table 23

Southwest Senior High 1991 Summer School
Distribution for the First Three Weeks

	Number of Students Receiving:						
Course	A	B	C	D	F	W	*C or Better
Algebra 1	4	15	11	9	6	1	67%
Algebra 3	0	3	4	6	6	4	37%
American Government	4	6	3	1	0	4	93%
American History 1	5	9	6	4	2	2	77%
Basic Algebra 1	4	7	6	23	17	9	30%
Basic Geometry 1	4	7	7	3	0	4	86%
Biology 1	4	5	8	4	3	0	71%
Chemistry 1	3	3	2	1	2	0	73%
Computer Application 1	7	2	0	0	0	4	100%
Economics	1	0	0	0	0	0	100%
English 9	7	1	7	3	3	3	71%
English 10	6	11	8	7	3	4	71%
English 11	18	3	5	1	1	5	93%
English 12	3	6	3	0	0	6	100%
General Science 1	3	2	3	3	6	0	47%
Geometry 1	0	4	2	0	4	3	60%
Physical Science 1	2	16	13	1	1	12	94%
Physics 1	3	3	3	0	0	0	100%
World History/Geography 1	1	5	1	3	4	0	50%
World History/Geography 2	1	0	0	0	0	0	100%
N All Courses	80	108	92	69	58	61	280
% All Courses	17%	23%	20%	15%	12%	13%	69%

Note: Percentages are rounded to the nearest whole percent.

* Students who withdrew were not included when calculating the percentage of students with a grade of "C" or better.

purposes, 23% of the students were enrolled for developmental purposes and 31% of the students were enrolled for enrichment purposes.

Table 24

Northeast Senior High 1991 Summer School
Distribution for the Second Three Weeks

	Number of Students Receiving:						
Course	A	B	C	D	F	W	*C or Better
Algebra 2	6	1	9	12	3	9	52%
Algebra 4	6	0	0	4	0	1	60%
American History 2	2	11	4	3	1	17	81%
Basic Algebra 2	7	2	4	17	13	22	30%
Basic Geometry 2	5	4	1	1	0	7	91%
Basic Math	0	0	0	0	0	2	0%
Biology 2	1	0	0	4	3	19	13%
Chemistry 2	4	4	4	0	0	0	100%
Computer Application 2	4	2	0	0	0	4	100%
Economics	2	0	0	0	0	0	100%
English 9	2	2	6	7	4	6	48%
English 10	10	8	4	2	2	17	85%
English 11	14	1	1	0	4	11	80%
English 12	5	1	6	3	2	13	71%
Forensic Chemistry	2	4	1	1	1	7	78%
General Science	0	0	0	0	0	2	0%
Geometry 2	0	0	2	0	0	0	100%
Physical Science 2	8	10	1	7	1	17	78%
Physics 2	0	2	0	0	0	0	100%
ROTC	11	3	5	3	1	1	83%
Situational Spanish	5	1	2	1	2	2	73%
Urban Study	1	1	1	0	0	4	100%
World History/Geography	11	6	8	2	6	21	76%
N All Courses	106	63	69	67	43	182	238
% All Courses	20%	12%	13%	13%	8%	34%	68%

Note: Percentages are rounded to the nearest whole percent.

* Students who withdrew were not included when calculating the percentage of students with a grade of "C" or better.

Table 25

Southwest Senior High 1991 Summer School
Distribution for the Second Three Weeks

	Number of Students Receiving:						
Course	A	B	C	D	F	W	*C or Better
Algebra 2	3	7	10	9	4	6	61%
Algebra 4	1	2	7	7	1	0	56%
American History 2	6	10	6	2	2	0	85%
Basic Algebra 2	5	5	8	8	26	2	35%
Basic Geometry 2	5	9	2	0	0	0	100%
Biology 2	3	4	3	1	2	4	77%
Chemistry 2	4	2	3	0	0	1	100%
Computer Application 2	5	3	3	0	0	1	100%
Economics	13	1	2	0	0	0	100%
English 9	3	5	5	4	5	3	59%
English 10	3	9	8	3	1	2	83%
English 11	10	2	5	2	5	2	71%
English 12	5	17	2	0	0	1	100%
General Science 2	1	0	2	6	1	4	30%
Geometry 2	0	4	3	0	0	1	100%
Physical Science 2	1	5	5	4	0	0	73%
Physics 2	1	2	2	0	2	0	100%
World History/Geography 2	8	4	2	2	1	0	82%
N All Courses	77	91	78	48	50	27	246
% All Courses	21%	25%	21%	13%	13%	7%	72%

Note: Percentages are rounded to the nearest whole percent.

* Students who withdrew were not included when calculating the percentage of students with a grade of "C" or better.

Classroom observations documented the occurrence of major thematic components in classrooms. At the elementary level magnet theme infusion was observed most frequently. At both the middle and senior high level instruction was observed most frequently.

Teachers, parents and students across all three levels, indicated satisfaction with summer school. In addition, teachers attended summer school staff development sessions and were on the job for the summer school session on a highly regular basis.

Achievement results were encouraging. At the elementary level CMI data were higher than last year. More objectives were attempted, more objectives were mastered and more students mastered 80% of the objectives than last year.

At the middle school level, the ITBS scores were not encouraging. Scores, as a whole, for summer school students in reading and math did not increase over spring testing. The ITBS was not designed to measure short-term gains, however.

Promotion rates for middle school students were supportive of success. Almost three-fourths of the students were passed because of their summer school experience. Grade distribution for courses taken in summer school also indicate a measure of success.

At the senior high level, promotion rates were encouraging with two-thirds of the students being promoted. Grade distribution at the senior high level also support a measure of success in summer school.

The following recommendations are offered based on findings presented in this evaluation:

1. The summer school program attracted more non-minority students than last year and efforts at recruiting non-minority students should continue. The program attracted fewer non-minority (8) out-of-district students than last year. Efforts should be increased to enroll more out-of-district non-minority students.
2. Another way to measure the success of the summer school program would be to report how many out-of-district students who attended the district's summer school also enrolled in the regular school year. As of now, there is no system to track these students. Efforts could be made to implement such a system.
3. Achievement data for summer elementary students consist only of CMI objectives in reading. A similar program in math was discussed but has not yet been implemented. Efforts could be made to develop a CMI math program.
4. This was the first year that promotion rates for middle and senior high summer school students were reported. These data should continue to be collected and reported. The district may want to review its promotion policy to make it harder for students to have it waived.

References

Hale, P.D. & Levine, D.V. (1986). *Long-Range Magnet School Plan.* Kansas City, MO: Kansas City, Missouri, School District.

Research Office. (1991). *Evaluation of Summer School.* Kansas City, MO: Kansas City, Missouri, School District Evaluation Office.

Research Office. (1991). *Average Summer School Enrollment and Attendance.* Kansas City, MO: Kansas City, Missouri, School District.

Seever, M. (1990). *Evaluation of Summer School.* Kansas City, MO: Kansas City, Missouri, School District.

Young, B. (1991). *KC/CMI Reading Status Reports, Summer School, 1991.*

Acknowledgements

The author would like to acknowledge the assistance of Pat McIntosh, clerical assistant, and of Matilda Rosenberg and Ruth Bates, part-time data collectors. The scope of this evaluation would not have been possible without their clerical expertise, and their data collection and data entry assistance.

APPENDIX A

Teacher Attendance

Appendix Table A-1

1991 Regular District Summer School
Average Daily Teacher Attendance

School	Staff Development	Summer School Session
Banneker	98%	98%
Bingham	97%	99%
Franklin	96%	97%
Gladstone	99%	100%
King	97%	98%
Pinkerton	97%	98%
Pitcher	90%	100%
Northeast	92%	99%
Southwest	97%	99%

Note: Percentages are rounded to the nearest whole percent.